# 1st Grade Social Studies

**Course Essential Questions (from Phase I report):**

1. How does the past affect us today?
2. How do economics apply to our lives?
3. Why do we need government?
4. How does geography affect our lives?
5. What makes a good citizen?
6. Where is my place in the world?
7. How do we learn from others?

## Phase II Curriculum

**Unit: Getting Along with Others (civics)**

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Essential Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we need rules?</td>
<td>Rules keep people safe, provides order and predictability</td>
</tr>
<tr>
<td>How can we get along with others?</td>
<td>Rules set the rights and responsibilities of citizens</td>
</tr>
<tr>
<td>How can citizens work together to solve problems?</td>
<td>People can work together to solve problems</td>
</tr>
</tbody>
</table>

### Curriculum Standards

1 - **C1.0.1:** Identify some reasons for rules in school (e.g., provide order, predictability, and safety).
1 - **C1.0.2:** Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).
1 - **C1.0.3:** Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).
1 - **C2.0.1:** Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).
1 - **C5.0.1:** Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).
1 - **C5.0.2:** Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).

### Knowledge/Content

**Students will know about…:**

- getting along with others
- reasons for rules/laws
- responsibilities at home and school
- ways to resolve conflict
- authority with power and without power
- ways to be a good citizen

### Skills/Processes

**Students will be able to……**

- identify situations in which people act as good citizens
- resolve conflicts
- act as responsible students
- understand the reasons for rules and laws
- give examples of power with and without authority

*updated 3/2012*
Academic vocabulary for the unit:
- citizen
- authority
- consequences
- conflict
- equality and fairness
- majority rules
- rules/laws
- rights
- responsibility

Report Card Descriptor:
Civics:
- Demonstrates an understanding of the need for rules and laws
- Demonstrates an understanding of how citizens work together

<table>
<thead>
<tr>
<th>Phase III Textbook/Materials</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Phase IV Summative Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Summative Unit Assessments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase V Learning Plan</th>
</tr>
</thead>
</table>
# Unit: How Do We Learn About the Past

## Essential Questions:
- How do we learn from the past?
- How is the past different from the present and future?
- Why do we celebrate people and events from the past?

## Essential Understanding:
- Past, present and future are different
- Calendars are a measurement of time
- The past helps us understand who we are today

## Curriculum Standards

1 - **H2.0.1**: Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
1 - **H2.0.2**: Use a calendar to distinguish among days, weeks, and months.
1 - **H2.0.3**: Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
1 - **H2.0.4**: Retell in sequence important ideas and details from stories about families or schools.
1 - **H2.0.5**: Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.
1 - **H2.0.6**: Compare life today with life in the past using the criteria of family, school, jobs, or communication.
1 - **H2.0.7**: Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents’ Day).
1 - **C2.02**: Identify important symbols of the United State of America (e.g., Statue of Liberty, Uncle Sam, Bald Eagle).
1 - **G4.0.1**: Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

## Knowledge/Content

**Students will know about…...**

- important, events and symbols of the past (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents’ Day, Statue of Liberty, Uncle Sam, Bald Eagle, Flag)
- they have a past, present and future
- their families a past
- families have cultural differences
- calendars to measure time chronologically
- sequence of time
- different ways of learning about the past, using different tools (e.g., photos, diaries, oral histories, stories, videos etc….)

## Skills/Processes

**Students will be able to……...**

- use calendars and measure time
- compare life of today with life of the past
- identify important people, events and symbols of the past
- tell their family’s story
- share artifacts from the past

Academic vocabulary for the unit:
- artifact
- calendar
- past
- present
- future

---

*updated 3/2012*
<table>
<thead>
<tr>
<th>o history</th>
<th>o symbol</th>
<th>o month</th>
<th>o country</th>
</tr>
</thead>
</table>

Report Card Descriptor:
**History:**
- Understands past, present and future
- Understands measurement of time
- Understands that the past has shaped the present

**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

<table>
<thead>
<tr>
<th>Common Summative Unit Assessments:</th>
<th>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</th>
</tr>
</thead>
</table>

**Phase V Learning Plan**

updated 3/2012
Unit: How Do We Get What We Need and Want?

Essential Questions:
- What are needs and wants?
- What are goods and services?
- Why can’t people have everything they want?
- Who are consumers and producers?
- Why do people trade?

Essential Understanding:
- Families have needs and wants
- People need to trade to get goods and services
- People can’t have all of their goods and wants because of scarcity
- Producers make goods and services for consumers

Curriculum Standards

<table>
<thead>
<tr>
<th>Knowledge/Content</th>
<th>Skills/Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know about…</td>
<td>Students will be able to…</td>
</tr>
<tr>
<td>- differences between needs and wants</td>
<td>- distinguish between needs and wants, goods and services, producers and consumers</td>
</tr>
<tr>
<td>- who are producers and consumers of goods and services</td>
<td>- explain why one needs money for goods and services</td>
</tr>
<tr>
<td>- when families buy goods they are consumers of those goods</td>
<td>- describe ways people can earn money</td>
</tr>
<tr>
<td>- producers make goods or provide services</td>
<td>- explain what scarcity is and why people can’t always have or do what they need and want</td>
</tr>
<tr>
<td>- people must make choices because they cannot have everything they want, scarcity</td>
<td>- explain how both sides benefit from trade</td>
</tr>
<tr>
<td>- people earn money by working at a job</td>
<td></td>
</tr>
<tr>
<td>- the benefits of trade</td>
<td></td>
</tr>
<tr>
<td>- money makes trade easier – used as an exchange for goods or services</td>
<td></td>
</tr>
</tbody>
</table>

Academic vocabulary for the unit:
- goods
- services
- needs
- wants
- producers
- consumers
- scarcity
- trade
- choice
- money
Report Card Descriptor: Economics:
- Demonstrates an understanding of needs and wants, goods and services, producers and consumers
- Demonstrates an understanding of the economic choices that people make to meet their needs and wants

<table>
<thead>
<tr>
<th>Phase III Textbook/Materials</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Phase IV Summative Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Summative Unit Assessments:</strong></td>
</tr>
</tbody>
</table>

| Phase V Learning Plan |
**Unit: How Do We Learn About Places?**

### Essential Questions:
- How does where we live affect how we live?
- How do we locate places?
- How do we describe what places are like?
- How do people adapt to and modify places?

### Essential Understanding:
- Location helps us find a place
- Maps show aerial pictures of a place
- Globes are a model of earth
- Each place has its own unique location
- Regions are areas with common characteristics
- People change the environment
- People adapt to the environment
- Each place has its own characteristics

### Curriculum Standards

<table>
<thead>
<tr>
<th>Standard Number</th>
<th>Standard Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - G1.0.1</td>
<td>Construct simple maps of the classroom to demonstrate aerial perspective.</td>
</tr>
<tr>
<td>1 - G1.0.2</td>
<td>Give examples of places that have absolute locations (e.g., home address, school address).</td>
</tr>
<tr>
<td>1 - G1.0.3</td>
<td>Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment</td>
</tr>
<tr>
<td>1 - G1.0.4</td>
<td>Distinguish between landmasses and bodies of water using maps and globes.</td>
</tr>
<tr>
<td>1 - G2.0.1</td>
<td>Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.</td>
</tr>
<tr>
<td>1 - G2.0.2</td>
<td>Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).</td>
</tr>
<tr>
<td>1 - G5.0.1</td>
<td>Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).</td>
</tr>
</tbody>
</table>

### Knowledge/Content

- Students will know about….
  - absolute and relative location
  - human and physical characteristics of places
  - places that have absolute locations
  - ways people change the environment
  - ways people adapt to the environment
  - unifying characteristics that make places into regions
  - features of maps and globes

### Skills/Processes

- Students will be able to……
  - use map skills
  - use personal directions to describe location of places
  - distinguish between human and physical characteristics
  - describe characteristics of a region
  - describe ways humans can change environments
  - distinguish between land and water on a map/globe

**Academic vocabulary for the unit:**
- aerial perspective (bird’s eye view)
- absolute location
- relative location
- adapt
- map
- globe
- address
- bodies of water
- land mass
- human characteristics

*updated 3/2012*
- physical characteristics
- region
- direction

Report Card Descriptor:
Geography:
- Demonstrates an understanding of map skills
- Demonstrates an understanding of the characteristics of a place
- Demonstrates an understanding of how people change and adapt to an environment

| Phase III Textbook/Materials |

<table>
<thead>
<tr>
<th>Phase IV Summative Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Summative Unit Assessments:</td>
</tr>
</tbody>
</table>

| Phase V Learning Plan |